



Washington State Department of

**Early Learning**

# Standards Alignment Advisory Committee

*March 25, 2016*



# Agenda

- Welcome & Standards Writing Update, Luba Bezborodnikova
- Professional Development Standards, Angela Abrams
- Community Feedback Update, Luba Bezborodnikova
- Summary & Next Steps, Luba Bezborodnikova

# Standards Writing Update

- 97% of WACs drafts are completed
- WACs 1<sup>st</sup> content review started 3/18
- Standards Writing Phase 2 - Early Achievers and ECEAP - starts 4/11

# Professional Development

## Workforce Development Research and Children Outcomes

Washington has pledged its commitment to professional development - Professional Development Consortium, Early Learning Plan, Race to the Top – Early Learning Challenge Grant and now the Early Start Act

### Research:

- ...requiring early childhood educators to have a minimum of a bachelor's degree could contribute to improving the quality of professional practice, stabilizing the workforce, and achieving greater consistency in learning experiences and optimal outcomes for children...
- ...students whose teachers had higher levels of educational attainment showed greater gains in cognitive, social and emotional development than those taught by teachers with less education...
- ...early childhood education teachers are facing rising expectations... These demands require considerable formal education and ongoing professional development to build the complex knowledge and skills considered necessary to promote positive child outcomes...

# Professional Development

## Current Status of Workforce

Position	Associate's Degree	Bachelor's Degree
Center Directors	18%	50%
Center Lead Teachers	18%	35%
Center Assistants	15%	27%
ECEAP Lead Teachers	40%	40%
Family Child Care Licensee/Owner	8%	10%

# Professional Development

## Considerations for Changing the Educational Requirements

- Compensation
- Workforce Data
- Scholarship program highlights during the 2014-2015 academic year.
  - 1875 students combined received a scholarship within the 2014-2015
  - 76% of all students were retained or completed their academic program\*
  - 600 ECE certificates were completed (within the Stackable Certificates)
  - 257 Associate's Degrees in ECE completed
  - 88% expressed interest in completed a stackable certificate, AA or BA
  - \*SBCTC scholarship data

# Professional Development

## Considerations for Changing the Educational Requirements

- Availability of resources
- Articulation within higher education



### Priorities:

- Eliminate random credits (collection of credits not tied to a credential or degree) as a criteria for meeting qualifications for roles
- Incorporate a professional development progression that is grounded in certificates and degrees
- Recognize certificate and degree milestones that correlate to career opportunities in early learning

# Professional Development

## Considerations for Changing the Educational Requirements

Program	Credits	Average cost per credit	Estimated Total
Initial Certificate (1 <sup>st</sup> stackable)	12	\$110	\$1,320
Short Certificate (2 <sup>nd</sup> stackable)	8	\$110	\$880
State Certificate (3 <sup>rd</sup> stackable)	27	\$110	\$2,970
Associate's Degree	90	\$110	\$9,900
Bachelor's Degree	120	\$350	\$42,000



# Professional Development Options for Consideration

**Option 1:** Degree Attainment Approach - Raise the minimum education requirement, at a time in the future (taking into account how long it would take for staff to gain the necessary degrees and credentials)

**Option 2:** Continuous Educational Attainment Approach –  
Uses Early Achievers to build on education required in WAC.

- 2A:** Requires **all educators** to meet the professional development indicated within this option

- 2B:** Requires a **percentage of educators** to meet the professional development indicated within this option

- 2C:** Allows an EA rating of 3, 4 or 5 to **waive the education requirement** for that level if other quality measures (EA points) are met for that rating.

# Professional Development Options for Consideration, Option 1

Degree Attainment Approach - Raise the minimum education requirement, at a time in the future (taking into account how long it would take for staff to gain the necessary degrees and credentials).

Timeline – up to 12 years

Facility Type	Position	Current WAC	Proposed WAC
ECEAP	Lead Teacher	Associate's	Bachelor's
	Assistant	Initial Cert or 12 Credits	Associate's
Centers	Director	CDA	Bachelor's
	Lead Teacher	High School Diploma	Bachelor's
	Assistant	None/12 credits	Associate's
Family Child Care	Licensee/Owner	High School Diploma	Associate's
	Primary Staff	No educational requirement	Associate's
	Assistant	No educational requirement	Initial Certificate

# Professional Development Options for Consideration, Option 1

Set a high bar that is aligned with research based practices on what promotes strong child outcomes.

## **pros-**

- Ambitiously articulates goals for early learning professionals
- Clear progression of professional development and career options

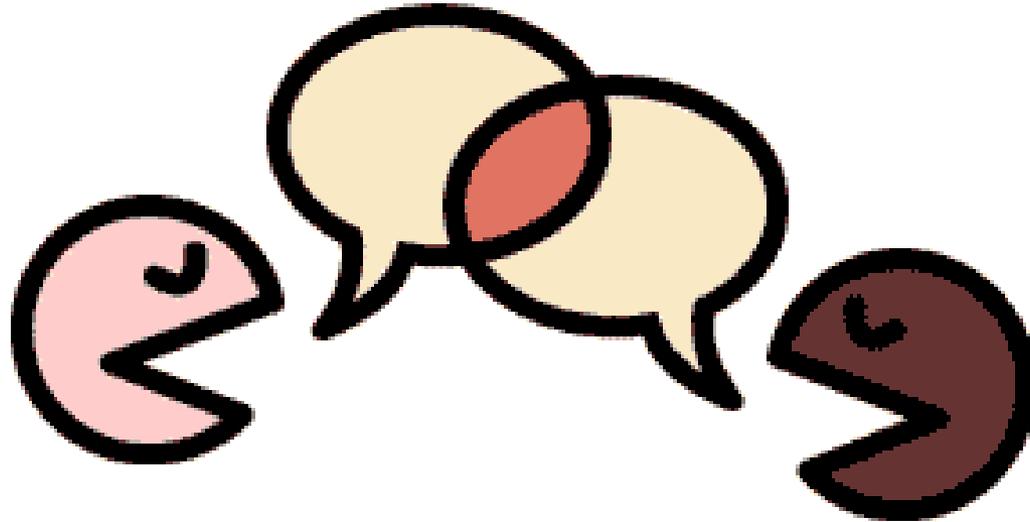
## **cons –**

- Current workforce may struggle to meet new requirements
- Timeline to implement would be long (up to 12 years)

## **supports/resources –**

- Higher education systems capacity would need to be built - lack of resources
- Require commitment to compensation strategies that have not yet been developed

# Professional Development, Option 1 Questions & Suggestions



# Professional Development

## Options for Consideration, Option 2A

Continuous Educational Attainment Approach- Requires **all educators** to meet the professional development indicated within this option

Timeline – up to 5 years

Program Type	Position	Current WAC	Proposed WAC	EA Level 3 Subsidy CC	EA Level 4 ECEAP	EA Level 5
Centers	Director	CDA	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Lead Teacher	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
Family Child Care	Licensee/ Owner	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Primary Staff	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's

# Professional Development Options for Consideration, Option 2A

Allows a more obtainable starting point for degree completion by creating a more modest step within WAC

## **pros-**

- Ties directly to Early Achievers
- Clear progression of professional development and career options

## **cons –**

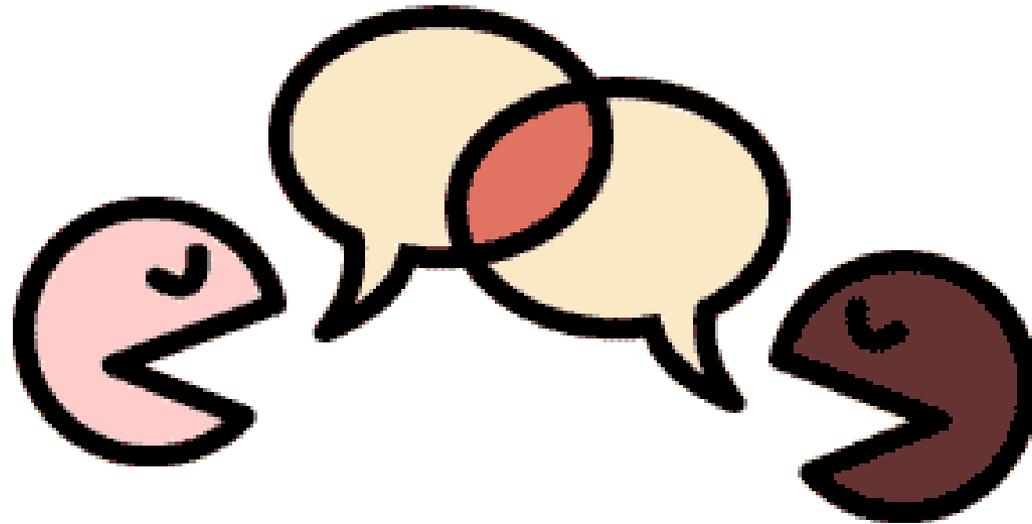
- Current licensed programs will need significant support to meet EA professional development

## **supports/resources –**

- If all scholarship resources were dedicated to supporting providers to progress from an initial certificate to a state ECE certificate, approximately 1,116 providers could complete per year.

# Professional Development, Option 2A

## Questions & Suggestions



# Professional Development

## Options for Consideration, Option 2B

Continuous Educational Attainment Approach- Requires a **percentage of educators** to meet the professional development indicated within this option

Timeline – up to 5 years

Program Type	Position	Current WAC	Proposed WAC	EA Level 3 Subsidy CC	EA Level 4 ECEAP	EA Level 5
Centers ...%	Director	CDA	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Lead Teacher	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
Family Child Care ...%	Licensee/ Owner	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Primary Staff	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's

# Professional Development

## Options for Consideration, Option 2B

More flexible since requirements for education credentials would not apply to the entire staff of a program

### **pros-**

- More obtainable starting point for degree completion

### **cons –**

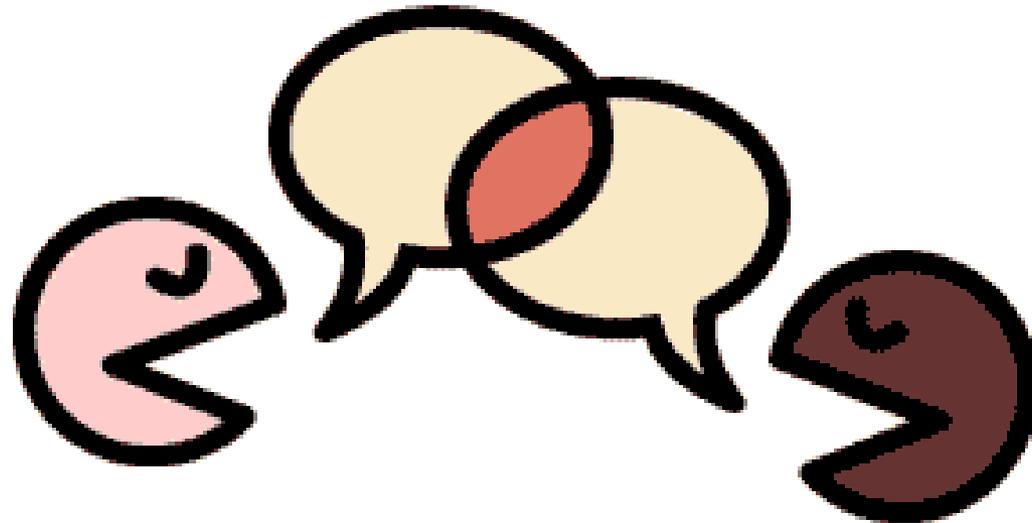
- Does not provide each child in a program with full access to a more fully educated teacher

### **supports/resources –**

- Stretches state scholarship resources by reducing total number of staff who would need to improve degrees and credentials

# Professional Development, Option 2B

## Questions & Suggestions



# Professional Development

## Options for Consideration, Option 2C

Continuous Educational Attainment Approach- Allows an Early Achievers rating of 3, 4 or 5 to **waive the education requirement** for that level if other quality measures (EA points) are met for that rating

Timeline – up to 5 years

Program Type	Position	Current WAC	Proposed WAC	EA Level 3 Subsidy CC	EA Level 4 ECEAP	EA Level 5
Centers	Director	CDA	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Lead Teacher	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
Family Child Care	Licensee/ Owner	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
	Primary Staff	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's

# Professional Development

## Options for Consideration, Option 2C

Waives the educational requirements for all educators while demonstrating quality based on Early Achievers rating

### **pros-**

- Flexible approach for demonstrating program quality by allowing Early Achievers programs to meet PD requirements in ways other than through credentialing

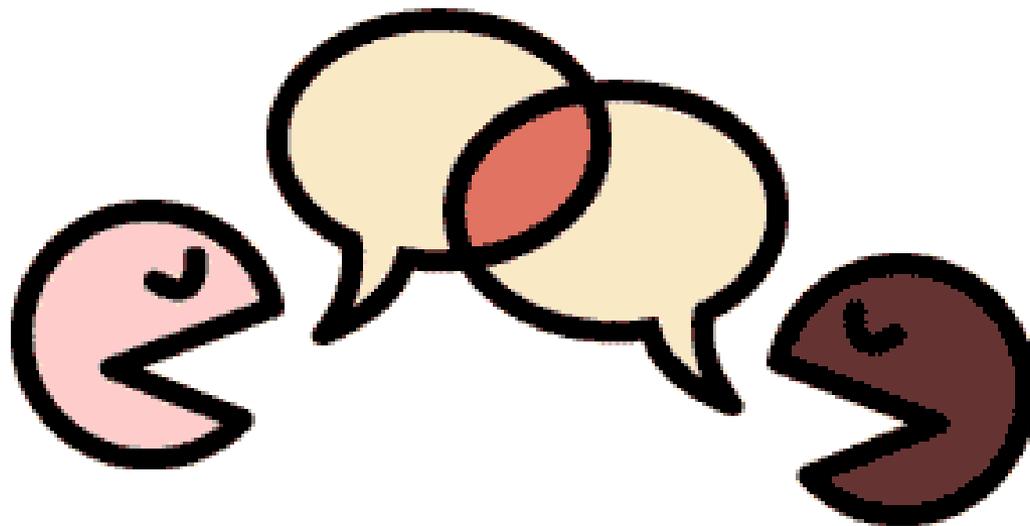
### **cons –**

- Less demand on higher education system to meet educational needs in communities

### **supports/resources –**

- Stretches state scholarship resources by reducing total number of staff who would need to improve degrees and credentials

# Professional Development, Option 2C Questions & Suggestions



# Professional Development

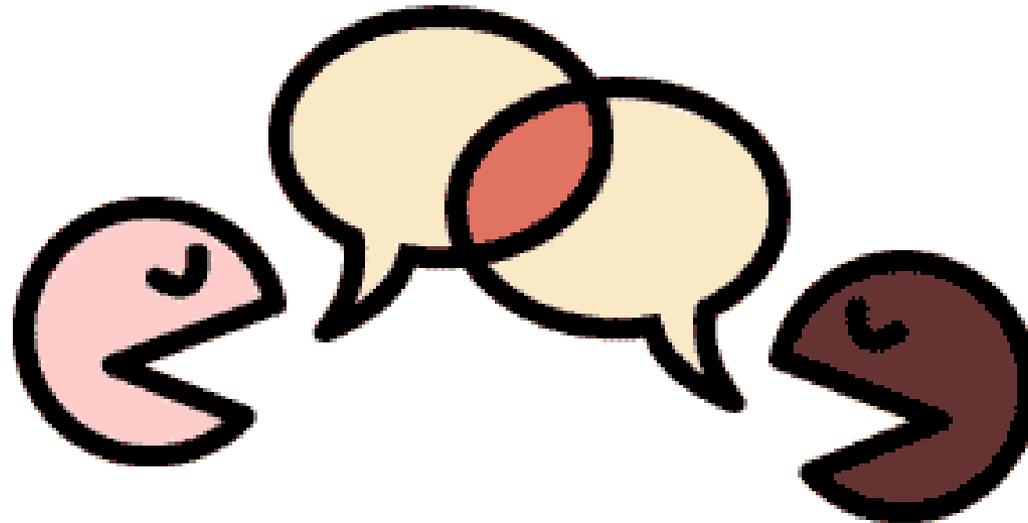
## Conclusion

Raising the bar is hard work AND it is rewarding work.

Several EAOG points-of-contact, in their monthly reports, have mentioned that students came to campus overwhelmed and worried about college – and now majority of them realize it is possible

- 91% percent of the students who responded to the EAOG survey felt they were successful college students.
- 50% want to complete an associate's degree, and
- 37% percent want to pursue a bachelor's degree in Early Childhood Education.

# Professional Development Final Comments



# Community Feedback, Update

**review the standards changes by using racial equity, cultural humility and inclusion lens**

- Thrive WA is working with the ELRC workgroup preparing facilitation materials
- Focus on the topics that are prioritized per the community input data –  
Developmental Screening, Family Engagement, Expulsion, Professional Development Requirements, Meals and Snacks, Furnishings, Restraint...
- DEL will provide standards' drafts
- First meetings are scheduled in Spokane 4/12 and 4/18

# Summary & Next Steps

Next meeting 4/15

- review of the group size and ratios standards
- review an updated alignment timeline
- Community feedback schedule
- PD standards follow up